Writing Assignments that Work
QEP Workshop Assignment Planning Guide
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Course:

Summary of Purpose: (Can be found on the syllabus under course description.)

List 1 – 3 Essential Questions that your students should be able to answer upon the completion of the course. (Use SLO’s on the syllabus to help)

Choose one Essential Question and explain why it is a key element of the course learning.

Essential Question Handout (Revised Bloom’s)

(Claim---Support---Warrant)

Modified Performance Task Design Lab for writing assignment development.

1. Establish the Essential Question
2. Establish Prior Knowledge
3. Develop Observable Performance

Observable Performance: “In completing the Performance Task [writing assignment] what the student can demonstrate now (towards mastery of the Essential Question(s) and preparation for the Transfer Goals).” –Marc Chun
Seven Defining Characteristics of an Essential Question.

1. Is *open-ended*; that is, it typically will not have a single, final, and correct answer.
2. Is *thought-provoking* and *intellectually engaging*, often sparking discussion and debate.
3. Calls for *higher-order thinking*, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.
4. Points toward *important, transferable ideas* within (and sometimes across) disciplines.
5. Raises *additional questions* and sparks further inquiry.
6. Requires *support* and *justification*, not just an answer.
7. *Recurs* over time; that is, the question can and should be revisited again and again

References


